

PROGRESSIVE CHANGES IN HIGHER EDUCATION

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Abstract

Higher Education is Strength for Nation Development through their policies. Indian higher education system is the third largest in the world, next to the United States and China. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence.

These papers consist of the vision of Indian higher education, functions models, policies themes, impact, and new trends in global environment through various aspects for betterment of the nation. Applying of the various approaches and strategies to improve the higher education in India.

Keywords: *Progressive, Changes, Higher-Education*



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Introduction

The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013).

The vision for Higher education in India:

Higher Education:

- ❖ The government has proposed to reform UGC and provide greater administrative and academic autonomy to quality higher education institutions in the country. This is

expected to encourage private players' participation in higher education and focus on achieving excellent education.

- ❖ The aim is to create a premier organisation for conducting nation-wide assessments and to reduce the additional tasks of agencies like CBSE and AICTE, thereby encouraging them to focus on their core activity of disseminating quality education.
- ❖ The government has announced establishment of two more All India Institute of Medical Sciences (AIIMS) in the states of Gujarat and Jharkhand

Vocational education:

- ❖ The government has proposed to expand the Pradhan Mantri Kaushal Kendras (PMKK) to more than 600 districts and from the current state of 60 districts.
- ❖ The Finance Minister has proposed to establish 100 India International Skills Centres across the country. These training centres would target the youth seeking job opportunities outside the country and would offer advanced training courses as per international standards, and also foreign languages modules.
- ❖ STRIVE will focus on improving the quality and market relevance of vocational training provided in ITIs and strengthen the apprenticeship programmes through industry cluster approach.
- ❖ The aim of this programme is to provide market relevant training to 3.5 crore youth

Digital education:

- ❖ The Finance Minister announced the expansion of SWAYAM, the Government of India's Massive Open Online Courses (MOOC) platform, to include at least 350 online courses. The government has also envisioned for the platform to be more widely available, through linkages with Direct to Home (DTH) channels dedicated to education.

Higher Education status

Quality control in the Indian higher education sector has lagged behind institutional expansion however, with a British Council report highlighting overemphasis placed on rote learning, a shortage of qualified faculty, and out-dated curricula, leading to students graduating unprepared for employment, and institutions which fail to be internationally ranked. As part of these plans, a new quality assurance agency with a budget of US\$1.5 billion was announced in February 2016, and will work on a strengthened accreditation system, doubling the number of faculty, and will shift India's accreditation system to a

credit-based and internationally recognised form of assessment. Some states have already begun to make changes, with developed states such as Gujarat and Tamil Nadu working to build employability skills for their students, and developing exchanges and international collaborations with partners in the UK and elsewhere.

Impact of Higher Education

- ❖ Several provisions to build transparency, encourage digitisation, reduce litigations and disputes is welcome.
- ❖ Energising the youth through education and skilling was called to be, by the Finance Minister, as one of the ten pillars to transform India. The announced measures signal the government's focus on improving the quality of education across the country and equipping the youth with skills that can help with employment.
- ❖ The government has not deferred provisions pertaining to Place of Effective Management residency test or the General Anti-Avoidance Rules and thus continue to remain applicable as per the specified timelines.

Changing Climate of Higher Education

Higher education is under attack. What was once a climate of good will and respect for institutions of higher education - founded in the belief that the administrators, faculty and staff who worked within the hallowed halls of learning institutions were doing the greater good of society - is now replaced with a general sense of skepticism. Most of these feelings are borne from the increasing costs of operating colleges and universities, as well as a general lack of understanding of the breadth of work conducted in higher education today.

In a 2011 article entitled *The Changing Landscape of Higher Education* its authors, David J. Staley and Dennis A. Trinkle discuss ten trends that will have a lasting impact on higher education for decades to come. These trends are, perhaps, disruptive to the way that higher education has conducted its business for hundreds of years. Each trend is given below.

- ✚ Changing Faces of Faculty
- ✚ Surge in Global Faculty and Student Mobility
- ✚ Increasing Differentiation of Higher Education
- ✚ Transformation of the General Education Curriculum
- ✚ Lifelong Partnerships with Students
- ✚ The Mounting Pressure to Demonstrate Value
- ✚ The Revolution of "Middle-Skill" Jobs

- ✚ The New “Invisible College”
- ✚ The Changing “Traditional” Student
- ✚ College as a Private vs. Public Good

Higher Education Challenges in India

UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are mentioned below:

- ❖ Faculty
- ❖ Accreditation
- ❖ Structure of higher education
- ❖ Enrolment
- ❖ Equity
- ❖ Political interference
- ❖ Quality
- ❖ Infrastructure
- ❖ Research and Innovation

Functions and scope of a higher education system

- Higher education institutions within a national system can have very different missions and perform a range of functions.
- A high-performing higher education system is one where its higher education institutions taken together perform the three main functions of education, research and engagement with the wider world(though some higher education institutions may not perform all three) to produce outcomes that meet the needs and objectives of students and their families, employers, the economy and society.
- This is recognises that higher education systems perform three main functions: education (learning and teaching); research; and engagement with the wider world, i.e. industry, government and society
- The scope of the higher education system for benchmarking higher education system performance will include all programmes at levels 5, 6, 7 and 8 regardless of the institutions in which they are offered.

Higher education system performance model

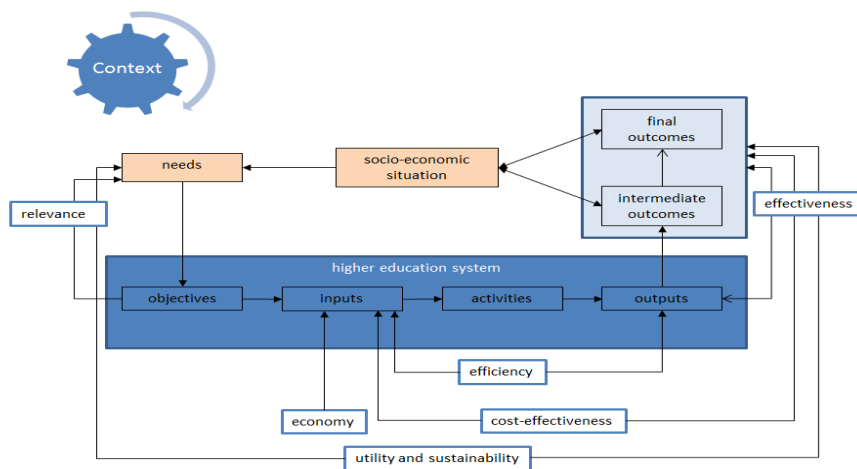
Performance is often defined as outputs and outcomes. However, this does not provide much information on the substantive content of performance. It is therefore important to collect data and information on what goes on within higher education systems (the inputs and activities) in order to analyse the factors leading to the outputs and outcomes. In this way,

benchmarking higher education system performance can provide a model for action at a system level, not just data on the number of graduates or research publications.

The model

- ✚ The higher education system performance model (Figure 28) is drawing on a long history of performance measurement and management of the public sector.
- ✚ A comprehensive model that describes performance measuring and managing of the public sector has grown out of a body of work developed through the OECD Public Management Programme (PUMA) (now The OECD Public Governance Committee) (OECD, 1997) and others (European Communities, 1997; Hatry, 1999; Poister, 2003).
- ✚ Concerns about the performance of public services have been longstanding and have led to the implementation of various policies and mechanisms to improve performance (Talbot, 2010). They have also led to the development of various tools to better understand, measure and manage the performance of public services.
- ✚ This model has been updated more recently based on the public sector case studies of different OECD countries (Bouckaert and Halligan (2008). It enables an assessment of the complete 'span of performance': economy, efficiency and effectiveness, by covering the whole chain of production from input to outcome.
- ✚ The inclusion of the socio-economic situation and needs of society also enables an assessment of the relevance, utility and sustainability of systems. It is therefore a useful model to conceptualise higher education system performance.

Figure 1 Higher education system performance model



- ❖ This model shows that the higher education system sits within a wider socio-economic situation. Socio-economic issues induce policies for meeting society's needs. These priorities are translated into objectives for the higher education system. Inputs of capital and labour are acquired to conduct activities of the three processes of higher education - education, research, and engagement - in pursuit of the defined objectives. The outputs are the products of these processes – what higher education delivers to the outside world (such as graduates, publications, start-ups and spin-offs).
- ❖ The higher education system performance model demonstrates how an analysis of higher education systems can take account of the stages of performance (inputs, activities, outputs and outcomes) as well as the relationship between the stages of performance and the socio-economic situation, needs, objectives and context within higher education systems.
- ❖ People have criticized the mechanistic and all too-rational character of this type of production model when applied to the complexity of public sector in general, and by consequence to higher education in particular.

HE Innovate framework to assess the entrepreneurial university

HE Innovate framework was initiated by the European Commission and OECD and established in 2013. The aim of HE Innovate is to facilitate the assessment of an HEI in a systematic way. The HEInnovate framework is based on a large amount of approaches collected from current research. The tool has seven broad areas that individuals in an organization evaluate in relation to their own institution and an institutional perspective is collected from individual numeric evaluations, measuring the maturity of each dimension. The framework offers a description of an ideal situation in an entrepreneurial organization in seven areas.

Policies and implementation mechanisms

- ⊕ This will provide a deeper understanding of effective policy development and implementation in higher education, and will allow for policy benchmarking alongside metric benchmarking of higher education system performance.
- ⊕ Policy-making plays a crucial role in developing and sustaining efficient education systems. State authorities, through policies and other steering instruments, have the capacity to direct higher education institutions towards meeting national goals and achieving desired outcomes. At the same time, designing and implementing effective

policies is a complex process that involves a high degree of coordination between and within education levels and also building consensus between different types of stakeholders.

- ⊕ National authorities steer their higher education systems through so-called policy levers, which aim at triggering organizational and academic behaviours through steering mechanisms and institutional arrangements. we classify policy levers based on four types of steering mechanisms: **regulation, funding, information and organization.**
- ⊕ Making Reforms Happen provides a classification for education policies based on their **scope of intervention**, distinguishing between **comprehensive, content-oriented** and **targeted** policies.
 - ♣ **Content policies** are generally set forth to steer the content of knowledge of a specific policy lever, and they can focus, for example, on curriculum development or reforms in qualifications frameworks.
 - ♣ **Comprehensive policies** can be national strategies, decrees, universities or polytechnic acts, which serve as frameworks to guide education reforms and prompt change at the system level.
 - ♣ **Targeted policies** are geared towards a specific aspect of a policy lever, such as access, quality assurance or internationalisation (OECD, 2015).

Policy evaluation results must be made available and easily accessible to relevant stakeholders. To achieve this, policy makers can establish clear protocols for data reporting and information sharing and also create platforms for discussion on ways to improve policy effectiveness.

Higher Education policy themes

There is no unique set of higher education policy themes common to all higher education systems, but some are usually present. We briefly present them below. The areas covered are not necessarily mutually exclusive. The key condition is that the issues covered adequately describe the state steering mechanisms of higher education in each country.

- ❖ Quality
- ❖ Equity
- ❖ Accountability
- ❖ Academic career

- ❖ Internationalisation
- ❖ Research and innovation
- ❖ Links to the labour market
- ❖ Funding student population
- ❖ Participation in higher education
- ❖ Diversification of study provision

Suggestions Improving the System of Higher Education:

- ❖ Higher educational institutes need to improve quality and reputation.
- ❖ .
- ❖ Universities and colleges in both public private must be away from the political affiliations, Favouritism; money making process should be out of education system etc.
- ❖ There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive.
- ❖ There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- ❖ There should be a good infrastructure of colleges and universities which may attract the students.
- ❖ There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only up to his own subjects.

Conclusion

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial

Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness. Implementing with all this aspect India will highlighter for the whole world in higher education.

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